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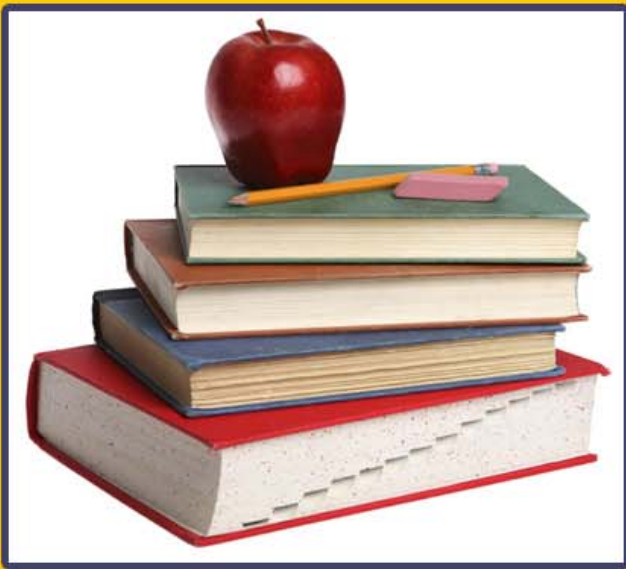
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# A PARENT GUIDE to READING

*What Your Child  
Needs to Know in  
Kindergarten  
Through  
Grade 3*





The following pages list some accomplishments you can expect of your child by the end of kindergarten, grade 1, grade 2, and grade 3.

This list is based on research in the fields of reading, early childhood education, and child development. Please remember that not all children develop and learn at the same pace or in the same way.

Your child may be more advanced or need more help than others in his/her age group. You are, of course, the best judge of your child's abilities and needs.

You should take the accomplishments as guidelines and not as hard-and-fast-rules. If you have concerns about your child's reading development, talk to his/her teacher.



### Remember:

Good reading skills are essential to success in school and in life!

Take time to enjoy reading to, or with, your child every day.

Your interest in reading sends a powerful message to your child:

***READING IS IMPORTANT!***





## **Spelling and writing** (continued)

- With assistance from teachers and classmates, edits and revises his/her written work
- Discusses his/her own writing with other children and responds helpfully to the writing of other children

## **Vocabulary**

### **By the end of grade 3, a child...**

- Wants to learn and share new words at school and at home
- Uses clues from context to figure out word meanings
- Uses his/her knowledge of word parts, such as prefixes, suffixes, and root words, to figure out word meanings
- Increases his/her vocabulary through the use of synonyms and antonyms
- Is able to use different parts of speech correctly, including nouns, verbs, adjectives, and adverbs
- Develops his/her vocabulary and knowledge through independent reading
- Explores and investigates topics of interest on his/her own
- Uses a variety of sources to find information, including computers



## **What children should be able to do by the end of KINDERGARTEN**

### **Books and print**

#### **By the end of kindergarten, a child...**

- Knows the parts of a book and how books are held and read
- Identifies a book's title and understands what authors and illustrators do
- Follows print from left to right and from top to bottom of a page when stories are read aloud
- Understands the relationship between print and pictures
- Understands that the message of most books is in the print and not the pictures

### **The alphabet**

#### **By the end of kindergarten, a child...**

- Recognizes the shapes and names of all the letters in the alphabet (both uppercase and lowercase letters)
- Writes many uppercase and lowercase letters on his/her own

### **Sounds in spoken language**

#### **By the end of kindergarten, a child...**

- Understands that spoken words are made up of separate sounds
- Recognizes and makes rhymes
- Identifies words that have the same beginning sound
- Puts together, or blends, spoken sounds into simple words

### **Phonics and word recognition**

#### **By the end of kindergarten, a child...**

- Knows a number of letter-sound relationships
- Understands that the order of letters in a written word represents the order of sounds in a spoken word
- Recognizes some common words on sight, such as *a, the, I, said, your, is, and are*

# What children should be able to do by the end of KINDERGARTEN

## Reading

**By the end of kindergarten, a child...**

- Listens carefully to books read aloud
- Asks and answers questions about stories
- Uses what he already knows to help him understand a story
- Retells and/or acts out stories
- Knows the difference between “made-up” (fiction) and “real” (nonfiction) books and the difference between stories and poems

## Spelling and writing

**By the end of kindergarten, a child...**

- Uses phonemic awareness and letter knowledge to spell and write words
- Begins to spell some words correctly
- Writes his/her own first and last name and the first names of some friends, classmates, or family members
- Writes some letters and words as they are said to him/her

## Vocabulary and knowledge of words

**By the end of kindergarten, a child...**

- Plays with and is curious about words and language
- Uses new words in his/her own speech
- Knows and uses words that are important to school work, such as the names for colors, shapes, and numbers
- Knows and uses words that are important to daily life, such as, street names and addresses and names for community workers

The main source for this list of accomplishments is

*Preventing Reading Difficulties in Young Children*  
National Research Council

# What children should be able to do by the end of GRADE 3

## Phonics and word recognition

**By the end of grade 3, a child...**

- Uses phonics knowledge and word parts (prefixes, roots, suffixes) to figure out how to pronounce words he/she doesn't recognize

## Reading

**By the end of grade 3, a child...**

- Reads with fluency
- Reads a variety of third grade level texts (for example, story books, informational books, magazine articles, computer screens) with fluency and comprehension
- Reads longer stories and chapter books independently
- Summarizes major points from both fiction and nonfiction books
- Identifies and then discusses specific words or phrases that interfere with comprehension
- Discusses the themes or messages of stories
- Asks “how,” “why,” and “what if” questions
- Distinguishes cause from effect, fact from opinion, and main ideas from supporting details
- Uses information gathered and his/her own reasoning to evaluate the explanations and opinions he/she reads about
- Understands and reads graphics and charts
- Uses context clues to get meaning from what he/she reads

## Spelling and writing

**By the end of grade 3, a child...**

- Correctly spells previously studied words
- Independently reviews his/her own written work for errors in spelling, capitalization, and punctuation
- Begins to use literary words and sentences in his/her writing, such as figurative language
- Combines information in compositions from a variety of sources, including books, articles, and computer information
- With assistance from teachers and classmates, edits and revises his/her compositions to make them easier to read and understand



## **Vocabulary**

### **By the end of grade 2, a child...**

- Wants to learn new words and share those words at school and home
- Uses clues from the context to figure out what words mean
- Uses knowledge of word parts, such as prefixes, suffixes, and root words, to figure out word meanings
- Increases vocabulary through the use of synonyms and antonyms
- Uses different parts of speech correctly, including nouns, verbs, adjectives, and adverbs
- Learns more new words through independent reading
- Explores and investigates topics of interest on his/her own



The main source for  
this list of  
accomplishments is

*Preventing Reading  
Difficulties in Young  
Children*  
National Research Council

## **What children should be able to do by the end of GRADE 1**

### **Books and print**

#### **By the end of grade 1, a child...**

- Knows the difference between letters and words
- Knows that there are spaces between words in print
- Knows that print represents spoken language and contains meaning
- Knows some of the parts of print, such as the beginning and ending of sentences, where paragraphs begin and end, and different punctuation marks
- Begins to understand why people read — to learn and enjoy

### **The alphabet**

#### **By the end of grade 1, a child...**

- Can recognize and name all of the letters of the alphabet

### **Sounds in spoken language**

#### **By the end of grade 1, a child...**

- Can count the number of syllables in a word
- Can put together and break apart the sounds of most one-syllable words

### **Phonics and word recognition**

#### **By the end of grade 1, a child...**

- Can show how spoken words are represented by written letters that are arranged in a specific order
- Can read one-syllable words using what he/she knows about phonics
- Uses phonics to sound out words he/she doesn't know
- Can recognize some irregularly spelled words, such as *have*, *said*, *you*, and *are*
- Knows the sound letter relationship of all letters of the alphabet

### **Reading**

#### **By the end of grade 1, a child...**

- Reads aloud first-grade books and understands what they mean
- Can tell when he/she is having problems understanding what he/she is reading
- Reads and understands simple written instructions
- Predicts what will happen next in a story

## **Reading** (continued)

- Discusses what he/she already knows about topics of books he/she is reading
- Can ask questions (how, why, what if?) about books he/she is reading
- Can describe, in his/her own words, what he/she has learned from a book he/she is reading
- Can give a reason for why he/she is reading a book (to be entertained, to follow directions, to learn about a non-fiction topic, for example)

## **Spelling and writing**

### **By the end of grade 1, a child...**

- Uses invented (or developmental) spelling to try to spell words on his/her own
- Understands that there is a correct way to spell words
- Uses simple punctuation marks and capital letters
- Writes for different purposes—stories, explanations, letters, lists
- Writes things for others to read (by thinking of ideas, writing draft copies, and revising drafts)

## **Vocabulary**

### **By the end of grade 1, a child...**

- Uses language with more control (such as speaking in complete sentences)
- Understands that the language used in school is more formal than the language used at home and with friends
- Talks about the meaning of words and uses new words when he/she speaks and writes
- Begins to see that some words mean the same thing (synonyms) some words have opposite meanings (antonyms)
- Begins to recognize that words play different roles in sentences (for example, some words — nouns — name things and some words — verbs — show action)

The main source for this list of accomplishments is

*Preventing Reading Difficulties in Young Children*

## **What children should be able to do by the end of GRADE 2**

## **Phonics and word recognition**

### **By the end of grade 2, a child...**

- Can read a large number of regularly spelled one- and two-syllable words
- Figures out how to read a large number of words with more than two syllables
- Uses knowledge of phonics to sound out unfamiliar words
- Accurately reads many sight words

## **Reading**

### **By the end of grade 2, a child...**

- Reads and understands a variety of second-grade level fiction and nonfiction books
- Knows how to read for specific purposes and to seek answers to specific questions
- Answers “how,” “why,” and “what-if” questions
- Interprets information from diagrams, charts, and graphs
- Recalls information, main ideas, and details after reading
- Compares and connects information read in different books and articles
- Takes part in creative responses to stories, such as dramatizations of stories and oral presentations

## **Spelling and writing**

### **By the end of grade 2, a child...**

- Pays attention to how words are spelled
- Correctly spells words he/she has studied
- Spells a word the way it sounds if he/she doesn't know how to spell it
- Writes for many different purposes
- Writes different types of compositions (for example, stories, reports, and letters)
- Makes good judgments about what to include in his/her writing
- Takes part in writing conferences and then revises and edits what he/she has written
- Pays attention to the mechanics of writing (for example, spelling, capitalization, and punctuation) in the final versions of compositions